DOCUMENT RESUME

ED 251 887 CS 504 799

AUTHOR Blackman, Bernard I.; Provencher, David
TITLE QUAL*PRO: Computer Assistance for Qualitative Methods in Intercultural Communication Research.
PUB DATE May 84
NOTE 51p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Communication Research; *Computer Oriented Programs; Computers; *Computer Software; *Intercultural Communication; *Research Methodology; Social Science Research
IDENTIFIERS *Qualitative Research; *QUAL PRO (Computer Program)

ABSTRACT

Qualitative methodology, the traditional mainstay of social science and historical research, is currently gaining increased respectability as both an alternative and a companion to quantitative methods in intercultural communication research. Because data collection and compilation techniques are often highly personal, situation-specific, expensive in terms of both time and money, and infrequently reported in journals, the subjectivity and generalizability of results are often in question. While computers are a recognized tool for facilitating quantitative research, they have not been used often with qualitative methodologies. A computer program, QUAL*PRO, was developed to facilitate the management of data collected from interviews and participant observation in an intercultural communication study. QUAL*PRO, which consists of three interdependent programs--a training program and two core information storage and retrieval programs--simplifies the clerical functions of collection, organization, storage, and retrieval of data while protecting the natural quality of the data. With this program, data manipulation becomes faster, more standardized, more focused, and more economical. In addition, the increased accessibility of the researcher's interpretative data processing has important implications for the reporting of data, subjectivity of the process, and overall quality of research. (Samples of the QUAL*PRO program products and an abbreviated user's guide are appended.) (Author/FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251887

QUAL*PRO©

COMPUTER ASSISTANCE FOR QUALITATIVE METHODS IN INTERCULTURAL COMMUNICATION RESEARCH

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bernard Blackman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Bernard I. Blackman, M.A.

and

David Provencher, B.S.

Department of Communication
The University of Miami
Coral Gables, FL 33124

Paper Presented at the

INTERNATIONAL COMMUNICATION ASSOCIATION

San Francisco, CA
May, 1984

c copyright 1984

CS 504 199

ABSTRACT

QUAL*PRO©

Computer Assistance for Qualitative Methods in Intercultural Communication Research

Qualitative methodology, the traditional mainstay of social science and historical research, is currently gaining increased respectibility as both an alternative and a companion to quantitative methods in intercultural communication research. Because data collection and compilation techniques are often highly personal, situation-specific, expensive in terms of both time and money, and infrequently reported in journals, the subjectivity and generalizability of results are often in question.

While computers are a recognized tool for facilitating quantitative research, they have not often been used with qualitative methodologies. A computer program was developed to facilitate the management of data collected from interviews and participant observation in an intercultural communication study. QUAL*PRO consists of three interdependent programs: a training program and two core information storage and retrieval programs.

QUAL*PRO simplifies the clerical functions of collection, organization, storage, and retrieval of data while protecting the natural quality of the data. With this program data manipulation becomes faster, more standardized, more focused, and more economical. In addition, the increased accessibility of the researcher's interpretative data processing has important implications for the reportage of data, subjectivity of the process, and overall quality of research.

© copyright 1984

The area of intercultural communication seems to preceed without agreement on the definition of culture (Freilich, 1972; Swartz & Jordan, 1980), communication (Fisher, 1978), or even theory (Fisher, 1978). One way to approach the shaky theoretical foundations of intercultural communication is to divide the area into the two different general methodological inclinations toward developing theory. One prescribes conducting descriptive qualitative studies (Asante, Newmark, & Blake, 1979; Blackman, 1983; Hawes, 1977; Howell, 1979; Saral, 1979; Smith, 1977), and the other reflects a more temporal imperative that utilizes quantitative techniques (Gudykunst, 1983; Gudykunst & Nishida, 1979).

Limiting methodology when conceptual clarity has not been achieved seems to work for further fractionalization of the field and against the discovery and development of sound theory (Thayer, 1983). So, instead of limiting theory generation and development through arguments concerning which is better, investigators probably should adopt a less restrictive and more multi-theoretical and multi-method perspective. Moreover, they should strive to replace methodological contrariety and opposition with inquiry, inspection and improvements of methodological tools.

For this reason, qualitative methodology, the traditional mainstay of social science research, currently is gaining increased respectibility in communication research as both an alternative and a companion to quantitative methods. On the one hand, this interest in qualitative methods may be the

result of the failure of quantitative methods to deliver on the promises the methodology suggests (Thayer, 1983; Van Maanen, 1982). On the other hand, qualitative methods are beginning to be recognized as offering unique and valuable alternatives to the reductionistic quantitative approach (Morgan, 1983; Van Maanen, 1979, 1982). For example, Glaser and Strauss (1967) argue that the grounded theory approach, essentially inductive theory generation, allows the researcher to develop hypotheses that are more directly and uniquely tied to the phenomenon studied.

Perhaps the best argument for using qualitative methods is that when combined with quantitative methods the results are more realistic and more sensitive to the object of study than when either method is used alone. As a result, the value of the results for both practionners and theorists is enhanced (Jick, 1979). Dabbs (1982), for example, says that in his study of film industry culture quantitative methods determined the extent to which events were occurring while it was qualitative methods that clarified what those events were. The combined methods produced higher quality results then either method could achieve alone.

In light of the emergence of qualitative methods into communication research and the growing awareness of the benefits this methodological perspective may contribute to theory development, attention of scholars should turn to how to improve the method. This paper reports one way to do that through the alliance of computer technology with qualitative

methodology. Specifically, this paper introduces a computer program, QUAL*PRO, created to assist data management in qualitative studies using textual based data collection techniques such as participant oberservation, interviewing and document analysis. Before describing the QUAL*PRO program it is important discuss the reasons for developing the program in the first place and how computerization may strengthen, upgrade, and dignify the quality of studies reliant on interpretative human processing and qualitative data.

DATA MANAGEMENT IN QUALITATIVE METHODOLOGIES

The primary criticism of qualitative methodologies has been its subjectivity and limited generalizablity. For example, in ethnographic studies the intense personal interaction between the researcher and the subjects of the study during the process of data collection and analysis, seems contrary to the supposed neutrality of scientific study. In quantitative studies the role of the researcher is less obvious because of the attempts to depersonalize data collection and analysis. This is precisely the opposite of what the qualitative researcher does. It is his direct involvement that is the essential process for the method, yet contributes most to the general lack of confidence in the methodology as a contributer of knowledge. For example, Dennis, Goldhaber, and Yates (1978) write

> Qualitative analysis, while not as subject to strict criteria and procedures as quantitative analysis, has suffered from a lack of systematization. As a result, findings are not directly comparable or replicable, and this potentially useful and conceptually rich form of analysis has been used principally as an anecdotal source of Gestalt impressions." (p.260)

Mc Call and Simmons (1969), proponents of classic participant observation, state that the direct involvement of the researcher in the field makes it the "least systematized and codified of all methods used in sociology" (p.i).

One frequently mentioned argument in defense of qualitative methods has been that all research is basically subjective. Van Maanen (1982) points that the research process is "inherently a social and cultural process with deeply rooted moral, political and personal overtones" (p.14). In addition, Saral (1979) argues that unstated and unacknowledged baises underlie all theory development. And, in fact, Fisher (1978) calls the notion of objectivty in scientific methods a myth. Dabbs (1982) says the following:

> Qualitative and quantitative are not distinct. Quantitative is seen somehow as more respectable, closer to the common understanding of science, implying more precision, and more readily analyzed by computers and summarized in tables (p.32).

Thus, both quantitative and qualitative methods remain subjective processes in the social sciences where probabilistic, and not causal, relationships predominate.

Still, philosophical issues notwithstanding, the issue of subjectivity of qualitative research is heightened by the knowledge that the process of data collection, categorization and data management is potentially unsystematic, highly

personal, situation-specific, and time-consuming. Bogdan and Taylor (1975) say that "systematic and analytic participant observation depends upon the recording of complete, accurate, and detailed field notes."(p.60) Yet, they also point out the enormity of the task and its inherent dangers:

> Since field notes provide the data of participant observation, researchers should strive to produce the most comprehensive field notes possible. To do this requires a tremendous amount of self-discipline, if not compulsion. Observers will often spend up to six hours recording notes for every hour in the field. They will find themselves trying to cut corners: to postpone the recording of notes, to only record the highlights, or not to record them at all. (p.60-61)

The effect of spending more time in one's office writing, filing and categorizing data, rather then in the field observing the object of study may not only restrict the researcher's consistency of recording procedures, but may also severely restrict the scope of the study itself. The researcher may begin to limit his/her data collection or even begin to draw premature conclusions in order to reduce the volume of data. In fact, Scudder and Colson (1979) recommend that to avoid this danger the study itself should be limited so it is "sure that one does not get swamped in a mass of information which cannot be stored in the mind and thought about" (p.249).

In addition to threats to consistency in recording notes, restrictions on data collection, and premature closure to a study, massive amounts of data necessary for "valid"

participant observation may adversely affect the researcher's treatment of the data. For example, Pelto (1970) says

> "Beyond a certain point the tasks of storing and manipulating these data become so enormous that we tend to lose track of our materials, or our inventorying and managing of the data become overly cumbersome and time consuming." (Pelto, p.346)

In general, working with an extensive data base encourages more human errors in writing-up notes, coding, analyzing, and writing-up reports. Scudder and Colson (1979) point out that write-ups of field work can be dull and boring labor, which contribute to short cuts and quick-step performances. Extended in-depth studies may require extensive data gathering that are closely associated with human data management obstacles, and which may violate the demands for consistent and systematic procedures.

As a result of their direct effect on generalizability, subjectivity, and efficiency, data management procedures are one of the most critical issues in qualitative methodologies. However, specific data handling practices are rarely discussed or reported in the literature. An inspection of two examples of data handling reported by Mc Call and Simmons (1969, p.75) may provide some indications why reportage remains sparse. Each of the examples confirms expectations for the exacting and time-consuming systems necessary to manage data well, but do not appreciably lessening the concern over the potential for human error. Overall, the methods seem to remain vulnerable to the idiosyncracies of the researcher that remain hidden from public or professional scrutiny.

One means to enrich the quality of qualitative research is to transfer the burden of data management from the hands of the researcher to the computer. The introduction of computers into qualitative methods can help reduce data management problems which influence the "scientific" nature of the procedures. In an appeal for improvements in the quality of field work in Anthropology Hymes (1965) addressed these same issues. He wrote

> That heightening, it seems clear, must entail increased attention by anthropologists to two things: the logic and practice of quantitative and qualitative analysis, and the forms of cooperation and integration needed to make our stores of data systematic, comparable, accessible to each other and to theory. These demands, for formalization of analysis, and exchange of data...are precisely the demands made by efficient use of the computer. (p.31)

While computer utilization in quantitative methods may be widely appreciated, computer application generally seems to have been avoided by qualitative researchers. One possible explanation may involve the apprehension of mixing technology and the interpretative process. However, there is a distinction between computerized content analysis, which attempts to systematize the interpretative processing of data, and computer-aided analysis, which assists without the idea of replacing or transfering primary human participation in the analysis process. A brief focus on this distinction clarifies how computers may be adapted to qualitative methods without threat to the interpretative process.

According to Krippendoff (1980) in computational content analysis the

> computer is programmed to mimic, model, replicate, or represent some aspect of the social content of the data it processes, that is, where the processs of drawing inferences from original text (or data generally) is entirely or largely computerized. (p.123)

Basically this is conducted either by frequency of word occurrance programs -- or programs that compare words in a text to a dictionary, and then code according to a priori instructions. Regardless of the method of operation in computational content analysis, the computer's data processing is limited to a priori prediction of categories by the programmer. Programs can aid categorization and quantification through superhuman speed, but they cannot yet replace or even match human symbolic processing.

Another form of computer usage, computational aids, are procedures employed before data conceptualization begins and before analytic content procedures are chosen. Hence, they provide a type of "overview of the variety, kind, and distribution of data" (Krippendoff, 1980, p. 121). Computers do not analyze content but rather are used to assist the researcher in preparing for content analysis. Some examples of aids include alphabetical tallies, frequency of word occurrence lists, lists of selected words in their linguistic context, and informational retrieval programs designed to 'search and locate' bits of information (Krippendoff, 1980).

In information retrieval programs, no attempt is made to replace or substitute the computer for the researcher's

skill in interpretative or creative processing of data. The computer instead simplifies the clerical functions of collection, organization and storage of data, that ordinarily occupy a large amount of the researcher's time. Certainly, the reduction of the researcher's time spent on data administration is a preferred use of resources, considering the amount of education and training of the researcher.

QUAL*PRO

QUAL*PRO is a computerized information retrieval program designed to assist processing qualitative data in ethnographic research, but it may be utilized with other approaches as well. QUAL*PRO was developed to provide the ethnographer with technological assistance in the research process, and thus, provide an opportunity for more thorough, consistent, systematic and controlled procedures for objective data management.

QUAL*PRO provides standardized data management procedures that may effect subjectivity and generalizibility by first, simplifying and economizing access to the data base; second, permiting multiple coding or re-analysis by the same or other scholars; third, increasing the amount of data the researcher can reliably collect, sort, and analyze; and fourth, facilitating reportage of both results and procedures, that invite more professional scrutiny of methodological practices.

Another, but no less important benefit QUAL*PRO may provide is the strengthening of the appearance of qualitative methods to non-users. The confluence of contemporary technology with human processing offers an occasion for qualitative methods and their supporters not only to improve their data handling methods, but also to be viewed as more "scientific" while using a method traditionally viewed by many as semi-, psuedo-, or non-scientific. Quantitative methodologists may resist this aura of credibility, but still must acknowledge and appreciate it nonetheless.

QUAL*PRO was designed to help manage data collected from interviews and observations in a study of Latin and North American communication (Blackman & Biggers, 1983). In spite of this specific pragmatic purpose, QUAL*PRO remains adaptable to other qualitative approaches because of three criteria defined prior to writing the program design, and which guided the project -- flexibility, receptivity, and "goodness".

The criteria for flexibility reflected the need to develop a program flexible enough to tolerate the "unusual quality of open-endedness and constant revision of the study design" that Mc Call and Simmons (1969, p.19) see as the chief characteristic of participant observation. Because qualitative methodologies rely on the constant interaction of researcher and data as the study progresses, hypothesis generation, data gathering, and hypothesis testing occur simultaneously at every step in the study (Mc Call & Simmons, 1969). Therefore, the program had to neither hinder or restrict collection and manipulation of the data nor restrain

the researcher in his/her hypotheses development and testing.

The second criteria reflected the need for the program to remain receptive to the subjects' descriptions and explanations in both the subject's and the researcher's natural language collected from any of the principle data collection techniques: direct observation, informant interviewing, respondent interviewing, document analysis and direct participation (Mc Call & Simmons, 1969). The program had to specifically protect the integrity of the raw data while accepting input from these various techniques. This receptivity to the natural language and original perceptions of the subjects and researcher is important because of the often open-ended objectives of the method and the interactive nature of the researcher and the data base which can obscure as well as transform the original and developing intentions of participants. For example, Pelto (1970) says that the analytic procedures employed often depend on the initial procedures and findings. Therefore, to allow re-examination of the data as the researcher's objectives, categories, or questions evolved the field data had to be easily accessed in original, untransformed form at any time, even after coding.

Finally, throughout our program design we attempted to follow Zelditch's (1969) advice for maintaining quality in procedures. His formula for procedural "goodness" depends on "information adequacy, meaning accuracy, precision, and completeness of data" while advancing "efficiency, meaning cost per added input of information" (p.7). Therefore, we

were guided by the idea of providing sound data, swifty at reduced costs when compared to manual handling of data.

QUAL*PRO consists of three distinct, but interdependent programs, named TUTOR, QUICK, and QUICKWLANG. TUTOR is a vital training program that orients the novice to the computer and the basic operations required to understand and effectively operate the QUICK programs. Because of design limitations in the QUICK programs, TUTOR must be learned first. QUICK is the central storage and retrieval system. QUICKWLANG, QUICK WITH LANGUAGE, is a revision of QUICK that includes elements that identify the language of the texts. For the purposes of this paper we will use QUICK to refer to both QUICK and QUICKWLANG.

There are five general characteristics of QUICK. First, QUICK keeps precise records of data. All data entered must conform to a specific format consistent across entries. The records are formatted for interviews and observations, but any type of data collection technique is accepted. Every entry called a field note, is titled, and contains identification numbers, the type of data collection technique (i.e. interview, observation), the interviewer's name, the interviewee's name, date, time, and place of the interview, the length and location of the original document, and finally, in the case of QUICKWLANG, the language of the text (see appendix 1). In addition, to systemizing the records, QUICK can sort the records and print dirctories (lists) and simple frequencies. QUICK can print, for example, a directory of all file records in order of field note number, or report the records by date, interviewer, interviewee, etc. An example

of a directory of interviews listed alphabetically by interviewer is given in appendix 2. Appendix 3 shows an example of a frequency tabulation for codes found in a single field note.

Second, QUICK requires little or no preparation of data for entry. Input is taken in words, sentences and paragraph form directly into the computer which acts just like a typewriter (or more accurately, a word processer). Original text entry may be from any form -- handwritten notes, audio-tapes, or directly composed into the computer. The only unique data entry requirement is for the typist to mark the end of each line and paragraph to signal QUICK to store the entries as single units of data.

The ability of QUICK to store each line of data as independent units, formed into blocks, contributes to the third characteristic -- easy identification and retrieval of data. QUICK assigns each line of text a unique consecutive number and numbers each block so that each item of the text is visually distinct with its own address while still conforming to the sentence - paragraph format of textual data. This individual identifier system establishes a basis for swift and simple location, identification, and, ultimately, codification of every item of data entered into a text file, whether a single word or an entire file.

Fourth, coding the data is both simple and precise. Through a step-by-step procedure employing the data identifier address system described above, up to 250 different codes can

be appied to a text an unlimited number of times.

Finally, after coding QUICK can select, compile, and print sections of coded data. Specifically, QUICK will locate and print either the full text of one field note complete with the address of each line and block (appendix 4), coded sections of a single field note with other codes in that section (appendix 5), or codes with text compiled for the entire data base (appendix 6).

In order to give the reader a more thorough grounding in what QUAL*PRO can accomplish, the rest of this paper will focus on the TUTOR Training Program. Reading the following two core chapters of the TUTOR (Getting Started, and Executing the Program) will advance the reader throught the first step in learning to use the QUICK programs. An abbreviated version of TUTOR, the QUICK User's Guide, is provided in appendix 7. TUTOR was written for the student with no computer experience and perhaps a small amount of apprehesion about computers. This elementary level allows the potential user with no computer background to learn enough to utilize QUAL*PRO. Our idea was to help anyone, be it student, research assistant, hired clerical help, or staunch statistician to quickly learn the essential functions necessary to run QUICK correctly and therefore, utilize it effectively with qualitative methodologies. Therefore, although some aspects of language and style may appear to the more experienced computer consumer as elementary, our purpose was pragmatic -- to make QUAL*PRO accessible for many QUICKly.

QUAL*PRO was designed to be run on the University of Miami's Cyborg mainframe computer system. Presently, QUAL*PRO is being adapted for utilization on other mainframe computers. Finally, the QUAL*PRO manual is presently being tested and will be avaliable for distribution by fall of 1984.

TUTOR TRAINING GUIDE

TUTOR is a separate and unique training sub-program designed to help the novice learn to interact correctly with the computer and become familiar with QUAL*PRO functions so that QUICK can b used easily, effectively and securely. Trying to learn QUICK while working with real data can become an anxious experience. Consequently, TUTOR provides a harmless way to learn to use the program while maintaining a postive regard toward the machine. Since TUTOR is fundamentally a practice pad, one can experiment with various entries without fear that errors will erase any real work (real data) that has been entered. The computer is very literal-minded, however, and unacceptable entries, incompatible with proper computer functions, will force termination from the program sequence. This can be frustrating since even a small error, for example a misplaced space, may bounce one back to the beginning. But in this same way one may quickly learn to interact with the computer in the only precise manner the computer is programmed to accept.

The first step in learning to work with TUTOR is to gain an overview. Threfore, the user is advised to read the rest of

section I in its entirety before attempting to work with the computer. Since the guide is coordinated to what appears on the screen, one advances step-by-step through a tested sequence of procedures, while benefiting from the discussion of what is happening. In addition, since the computer is literal-minded, following the guide will help the user recognize the utility of the various steps and the order they must be inputted when using QUICK. If you jump out of sequence you will not be saving time, but rather, the computer will consider you "illogical". Hence, you have to closely follow the logical order of the steps.

Basically, the guide is divided into four sections: the "Introduction", "Getting Started," "Executing the Program," and "Special Functions." In "Getting Started" you will learn to get the computer's attention so that you can talk. In "Executing the Program" you will learn to enter 'Records' (identifying information for each specific file), enter text into a file, generate a printout of the text, code the text, and finally, secure a printout of coded text. In the "Special Functions" section you will learn special manuevers needed to complete conversations with the computer, that is, how to terminate the conversation when the computer, how to sign-off, and how to put the computer on "hold".

Getting Started

This section of the guide will help you become familiar with the procedures for opening channels to the computer so talk can begin. This is accomplished in three steps: LOGON, Assigning the Mass-Storage file, and Mapping. In this guide a carot (>) the left of some text indicates what you should type into the computer. The computer's responses, called prompts's are all in UPPERCASE and signaled with a double carot (>>). A blank space ( ) indicates a space that must be entered and therefore when it appears it instructs you to hit the space bar. Finally, /RETURN/ indicates you are to press the return key when the command on the screen is identical to the command in the guide. Let's begin by identifying ourselves to the computer through LOGON.

STEP 1: LOGON

The computer program QUAL*PRO and the training program TUTOR described in this guide are written in PL/1 and are designed to run on the PL/1 compiler and operating system of the University of Miami's Sperry Univac 1100 Executive system. It will probably be necessary to consult your computer center for preparing this program to run on your system.

In order to begin secure a user ID and account number from Professor Blackman or from the Help desk at the Computer Center. Next, turn on the terminal and push the /RETURN/ key a few times. The computer will will prompt you with:

>> ENTER ACCOUNT #/USER ID/PASSWORD

After the prompt enter your account number followed by a slash (/) followed by the ID number you have been given to use, followed by a (/), followed by your password. After you have typed all this onto the screen, press the /RETURN/ to input the information into the computer. The format looks like this:

>223344/999-99-9999/1234SF /RETURN/

account number/user ID number/password

STEP 2: Mass-Storage File Assignment

This command instructs the computer to locate the mass-storage file that contains the file named QUAL*PRO and the program TUTOR stored in that file. To access the Mass-Storage File type in:

>@ASG,AX QUAL*PRO.

Once again, QUAL*PRO is the filename of the file requested from storage on mass tapes. When typing this command remember to include all commas, spaces, and periods exactly as shown. What you type in must be exact or it will not be accepted. Once you are confident the command is exactly like the one shown above, press /RETURN/.

The computer should reply with >> READY. If not, and the reply is either of the following:

>> FACILITY REJECTED
or
>> FACILITY WARNING

Then you got a problem, albeit, only a minor one. "FACILITY WARNING" has multiple meanings. It may mean the file is in use by someone else and therefore access is not allowed. Or it may

mean the file is about to expire. Usually, the >>READY prompt appears shortly. "FACILITY REJECTED" means that the computer cannot immediately answer your request because the file requested has been "rolled out" and put away. You and your computer must wait until some human goes to the closet and gets your mass-storage file and loads it into the computer. Because human behavior is so unpredictable you may have to wait hours for the >> READY response to appear. Usually, however, the humans working in the computer center are well programmed and your wait is brief. Once you receive the computer prompt >> READY, you are ready to Map the program.

STEP 3: MAPPING THE PROGRAM

Mapping means that you request the computer to change the program into a language the computer can understand. It is not necessary to go beyond understanding that mapping instructs the computer to translate your English into machine language. You Map the program by typing:

>>@MAP,I .anyname /RETURN/

Put your name or initials for "anyname." Now wait for the computer to respond with the prompt character (>) then type:

>IN QUAL*PRO.TUTOR /RETURN/

This commands the computer to search the mass-storage file and find the file named QUAL*PRO and then locate the program called TUTOR. If at anytime you make an error and have to repeat the Map step then it is important to use a different "anyname"

each time you Map. If you don't, the computer may become confused, and may use the old command and not the most recent Map command. One way to avoid this problem is to use the first two letters of your first name for "anyname" the first time you Map, and add one letter for each subsequent Map command.

Now it is necessary to inform the computer that you have completed the mapping process. Wait for the prompt character (>) and then type:

>END /RETURN/

This tells the computer that you have finished the mapping process. That is, you have finished giving instructions to the computer to permit the computer to locate the stuff you want to work with. After pressing /RETURN/ the computer will respond with mapping messages. These are about as comprehensive to us as Chinese. Don't be alarmed. Rather, you should be delighted to learn the computer has received your commands. Now, you can begin to execute the program.

EXECUTING THE PROGRAM

STEP 4: RECORD ENTRY

If you have reached this point you're doing real good. You are already beginning to get a feel for how to talk with the computer. If you have reached this point you have been able to establish a clear communication channel to the computer. Now you are ready to actually run the program. This section describes the procedure first-time users should follow in order

to familiarize themselves with the execution of the program. The prompt character (>) will appear on the screen when the computer is ready to receive a input from you. To execute the program type:

>@XQT .anyname /RETURN/

Use the 'anyname', your name or initials, you selected in the mapping step. The computer will respond with:

>>WELCOME TO PROF. BLACKMAN'S RESEARCH AIDING PROGRAM

This means you have reached the TUTOR program in the file QUAL*PRO. The gibberish that follows this message simply means that the computer is over-whelmed with excitement with your progress and that everything is OK. After the gibberish the computer will begin to ask you for information about the data you are going to enter into the computer. What you enter will be the permanent record of the textual data you will learn to enter later in Step 5. The responses to the questions in Step 4 will be printed at the beginning of the data file. A copy of a sample print out of an interview record can be located in appendix 1. Now, however, we are only interested in learning how to enter information correctly.

1. Immediately after the "WELCOME" the computer makes the first request for information:

>>PLEASE ENTER THE NAME OF THE STUDY

Type in a one-word answer. The word must contain no blank spaces and can not be longer than 25 characters. Throughtout this section, when a one-word answer is specified, it means that

the computer is not programmed to read blank spaces. Therefore, if you must have two words, use a dash (-) for the space between the words. Also, 25 characters is the maximum space allowed for all the entries in this section. Equally important is that each question must be answered. A non-entry followed by /RETURN/ results in a repeated question. In order to avoid this nagging program characteristic just type in something for each prompt. For example, a N/A, for not applicable is useful. When finished press /RETURN/.

Example 1: >LATIN-AMERICAN /RETURN/
Example 2: >EGYPTIAN /RETURN/

2. The computer now responds with:

>>PLEASE ENTER THE FIELD NOTE NUMBER

The Field Note number can be used to consecutively number each of the records regardless of the type of record you will be entering. To do this type in a number (which may be followed by a letter) and then /RETURN/.

Example 1: >12 /RETURN/
Example 2: >21B /RETURN/

3. The computer now responds with:

>>PLEASE ENTER THE TYPE OF INFORMATION

This requests you to identify the type of material you are going to enter later. For example, if it is an observation, or a summarized interview, type in that information. Remember, it must be only a maximum 25 character, one word answer contatining no blank spaces. Follow with /RETURN/.

Example 1: >OBSERVATION /RETURN/
Example 2: >INTERVIEW-SUMMARY /RETURN/

4. The computer will respond with:

>>ENTER THE TYPE IDENTIFICATION NUMBER

Here you are requested to enter another identification number. While the field note number identifies all records regardless of type, this number identifies a particular record within a particular type. For example, if the data collection procedures used both observation and interview, the field note number is used to number consecutive entries regardless of type. The ID type number would consecutively number each of the types. For example,

```
FIELD NOTE #1    TYPE: INTERVIEW    #1
FIELD NOTE #2    TYPE: INTERVIEW    #2
FIELD NOTE #3    TYPE: OBSERVATION  #1
FIELD NOTE #4    TYPE: INTERVIEW    #3
FIELD NOTE #5    TYPE: DOCUMENT     #1
```

In response to the ID number request, type in only one number. Use only numbers, no letters will be accepted. Press the /RETURN/.

```
Example 1:  >50     /RETURN/
Example 2:  >105    /RETURN/
```

5. The computer responds with:

>>ENTER THE INTERVIEWER'S FIRST AND SECOND NAMES

Type in two words and follow with /RETURN/. You must type in two words. Use a blank space or a coma to separate the words. The computer will automatically enter the names in the proper form. This entry and the next are the only ones programmed to accept a space in the input. An alternative you may use, is to type in one word and /RETURN/ and then the second word followed

by second /RETURN/. In this case, as before, the computer will automatically put the names in the proper form. Try it both ways on different practice runs.

Example 1: >DAVID BROWN /RETURN/

Example 2: >DAVID /RETURN/
>BROWN /RETURN/

6. The computer responds with:

>>ENTER THE INTERVIEWEE'S FIRST AND SECOND NAMES

Repeat the same steps you followed in number 5 above using the interviewee's name.

7. After you type /RETURN/ the computer responds with:

>>ENTER THE DATE OF THE INTERVIEW

Type in the date of the field note. The standard month/day/year format is acceptable. You can also mix numbers and letter, as long as you don't leave blanks or use commas.

Example 1: >12/24/83 /RETURN/
Example 2: >2/84 /RETURN/
Example 3: >January1984 /RETURN/

8. The computer responds with:

>>ENTER THE TIME OF THE INTERVIEW

Type in <u>one word</u>. Numbers and letters are both acceptable. Press the /RETURN/.

Example 1: >10:30am /RETURN/
Example 2: >10:30-12:30pm /RETURN/

9. The response:

>>ENTER THE LOCATION

Type in <u>one word</u> that identifies the location of the interview, then /RETURN/.

```
Example 1:  >LUNCH-AREA      /RETURN/
Example 2:  >MIAMI           /RETURN/
```

10. The computer will respond with:

>>WHAT/WHERE IS THE ORIGINAL?

Type in one word that indicates what the original is or where the original is located. Then /RETURN/. This is information that can help locate where the original field note data is stored. For example, it could be tape recordings, hand written notes, or typed copy. In addition, if data was entered directly into the computer, then the fact no original exists may be entered.

```
Example 1:  >ON-TAPE              /RETURN/
Example 2:  >TYPED-NOTES-FILED-IN-B3     /RETURN/
Example 3:  >NONE                 /RETURN/
```

11. The computer will respond with:

>>ENTER THE LENGTH IN PAGES

Type in the number of pages of the original document. Then /RETURN/.

STEP 5: TEXT ENTRY

At this point the computer will respond with:

>>- - - INTIALIZATION HAS OCCURRED - - -

>>PLEASE ENTER TEXT

>>ENTER BLOCK 1

This means, first, that you have correctly completed the RECORD ENTRY sequence. Although you have correctly formatted the records of the text you are about to enter, there is no guarantee that the information you entered is accurate. The adage garbage

in, garbage out applies. You'll have to proof read your printout later to be sure the information entered is accurate. At this point, however, you are ready to begin to enter text data. You will enter the information paragraph by paragraph. In this program a paragraph is called a BLOCK.

In order for the computer to read your entries in a BLOCK you will have to perform two important functions. First, you must use the /RETURN/ key at the end of every line of data. You must signal the computer with the /RETURN/ before the computer automatically moves the cursor to the next line on the display terminal. The last space on the line is an automatic carrriage /RETURN/. If you type beyond the screen edge and re-adjusts the line and appears on your screen like this:

```
>If you type past the edge of the screen the computer
 will automatically carriage return and continue to
 print on the next line. /RETURN/
>Then when you press /RETURN/ you have created more
 information that the computer can handle in a single
 line. /RETURN/
>And that's a problem.
```

Normally, the automatic carriage return is really a terrific feature of the computer. Unfortunately, a serious problem arises later when the computer reviews the entries and attempts to organize them according to the specific programming instructions of QUAL*PRO. With this program the computer will read the lines between the (>) and the /RETURN/ as a single entry. Consequently, the first three lines of the example above will have only one identifying number, rather than the three it should have. As a result, the very purpose of QUAL*PRO, to identify

each data element is violated. Therefore, if you type too far and the computer automatically returns, backspace and type /RETURN/ at the last convenient break and when the prompt appears, continue entering text. A correctly entered line of text looks like this:

```
>If  you  type past the edge of the screen the /RETURN/
>computer will  automatically wrap around and /RETURN/
> continue to print on the next line. /RETURN/
```

The second important function you must perform in order to have the computer read BLOCKS correctly is to tell the computer when you have finished inputting a BLOCK. To indicate the end of a BLOCK , type LAST*** at the end of the paragraph. Be sure to leave spaces before and after typing this in. After the first time you type LAST*** the computer will respond with:

>>ENTER BLOCK 2

Now you continue as you did when you entered BLOCK 1. After you have finished typing in the second paragraph enter LAST*** again. Continue this process until you have entered the Very Last paragraph then type:

VLAST***

This tells the computer text entry is completed. Again, remember to leave spaces before and after the entry. The computer will now respond with:

>>MORE INTERVIEWS?

If you answer yes to this question you will return to the first question in Step 5, Record Entry. The response will be:

>>PLEASE ENTER THE NAME OF THE STUDY

You will then have to repeat the RECORD ENTRY steps for another record until you once again get to the step when the computer asks

>>MORE INTERVIEWS

There is, however, a second option. Answer NO to the question >>MORE INTERVIEWS to continue forward in the program. At this point you have two options - to generate text or to code the text just entered. It is probably always better to get a printout first and determine your codes,rather than coding directly into the computer since with a printout you can see the whole text file at once. However, in TUTOR what is typed in is not saved. Therefore, after printing out the file you must return to the beginning by @XQT .anyname. In order to code the data you entered and printed out, you will have to re-enter the same data. In QUAL*PRO the data is automatically saved and coding can continue immediately after printing out. However, for now let's look at the two options in the order you will follow in QUAL*PRO.

6. EXECUTING THE PROGRAM: OPTION 1 - TEXT GENERATION

After typing 'NO' to '>MORE INTERVIEWS?' the computer will respond with:

>>DATA HAS BEEN READ, WOULD YOU LIKE TO CODE THE INFORMATION?

Type in: >NO, turn on the printer, and press >/RETURN/. At this point the computer will create a numbered text and then print out a hard copy. See the example in appendix 4.

7. EXECUTING THE PROGRAM: OPTION 2 - CODING

With this option you answer the questions at the end of the text entry, Step 5, as follows:

>>MORE INTERVIEWS?

>NO /RETURN/

>>DATA HAS BEEN READ, WOULD YOU LIKE TO CODE THE INFORMATION?

>YES /RETURN/

When you type in 'YES' the computer will provide you with a step-by-step procedure to enter codes, BLOCK by BLOCK. You will need a list of codes, that were either given to you by Prof. Blackman or that you create after reviewing the hard copy obtained from section 6 above. The computer begins the procedure with:

>>PLEASE ENTER CODES FOR BLOCK 1

First, type in a code number up to 10 characters, without spaces between the characters. Second, leave a space, then type in the number of the first line affected by the code. Third, leave a another space and then type in the number of the last line affected by the code. Finally, press /RETURN/. Remember, in TUTOR, data is not saved so you will have to re-enter the data for the coding process. In QUAL*PRO, you only have to enter data once in order to printout hardcopy of the text, create the codes, and then return to the data file for the coding process.

QUAL*PRO has been programmed to accept as many as 250 different codes that can be applied to the text an unlimited number of times. Each individual code can be any combination of

numbers and letters up to 10 characters. Furthermore, any line or BLOCK of text can theoretically have an unlimited number of codes assigned. However, economy of space required the number of codes that can be printed out for each BLOCK be limited to approximately 50 or 60 codes, depending on the length of each individual code. For example:

```
Example 1:  >CODE1   12   13
Example 2:  >CODE2    3   21
```

When no more codes are to be assigned to a BLOCK, type in: >NM, which means 'no more'. The computer will respond with:

```
>>PLEASE ENTER CODES FOR BLOCK      2
```

At the end of entering the codes for this BLOCK you once again type in >NM to tell the computer you have finished coding this BLOCK. The computer will then respond with the next BLOCK.

```
>>PLEASE ENTER CODES FOR BLOCK      3
```

Repeat this process until all the information has been coded. After the final code has been entered there is a different command than the >NM to tell the computer you are finished the entire coding process. At this point type in

```
>END
```

This is what a sample coding run for three BLOCKS would look like:

```
>>PLEASE ENTER CODES FOR BLOCK       1
 >CODE10    23 25        /RETURN/
 >CODE12    24 34NM      /RETURN/
>>PLEASE ENTER CODES FOR BLOCK       2
 >NM                     /RETURN/
>>PLEASE ENTER CODES FOR BLOCK      3
 >CODE4    45  45END    /RETURN/
```

The >END command tells the computer that the last BLOCK has been coded.

STEP 8: PRINTING OUT CODED TEXT

The computer will now respond with:

>>ENTER THE NUMBER OF AFFECTED CODES FROM 1 TO 3

Type in either 1, 2, or 3. This number corresponds to the number of code - types you wish to have represented on the printout. To see CODE1's and CODE2'S enter "2". If only one code, say, CODE4, was wanted, enter a "1" and the computer will respond with:

>>ENTER THE (1, 2, or 3) AFFECTED CODE #'S

Type in the actual code numbers that correspond to the sections of text you wish to have represented on the printout. For example:

```
>>ENTER THE NUMBER OF AFFECTED CODES FROM 1 TO 3
 >1            /RETURN/
>>ENTER THE AFFECTED CODE #
 >CODE5     <turn on printer>     /RETURN/
```

Just before you hit the /RETURN/ turn on the printer. In QUAL*PROG, the computer will search for, and print the text labelled with the codes entered in the previous step. That means all the CODE5's previously identified will be printed. Each printed code will be limited to the line number range you specified in the coding process above. In TUTOR only the code names are printed. See appendix 5 for an example of a QUAL*PRO printout.

That's it. You have completed the entire TUTOR program and have learned quite a bit about how to talk to the computer, enter data, code data, and finally, get printouts of the text with and without codes. You should feel pretty good. After you have mastered all the sections in TUTOR you should read over Part II of this guide which explains how to operate the QUICK programs. Part I was for practice only, Part II is the actual operating system. An abbreviated version of Part I, is provided for your convience once you are confident you understand how to operate the program (appendix 7). Practice TUTOR until you are confident you understand how to operate it.

```
**********************************************************************
                        EXAMPLE STUDY
**********************************************************************

FIELD NOTE NO#:  100              INTERVIEW# :        30
INTERVIEWERS NAME:  SUE BROWN
INTERVIEWEES NAME:  JOHN CLARK
DATE:  11/04/83     TIME:  10:30AM          LOCATION:  JOHNS-OFFICE
ORIGINAL:  ON-TAPE#4                        LENGTH:  N/A
**********************************************************************

**********************************************************************
                      LATIN-AMERICAN STUDY
**********************************************************************

FIELD NOTE NO#:  58               INTERVIEW# :        22
INTERVIEWERS NAME:  BERNIE BLACKMAN
INTERVIEWEES NAME:  JUAN ROBERTS
DATE:  10/3/83     TIME:  9:00AM            LOCATION:  BLACKMAN-OFFICE
ORIGINAL:  HAND-WRITTEN-NOTES               LENGTH:  16
**********************************************************************


**********************************************************************
                      LATIN-AMERICAN STUDY
**********************************************************************


FIELD NOTE NO# :  37              OBSERVATION# :        22
AUTHORS NAME :  BERNIE BLACKMAN
DATE :  11/3/83     TIME :  6:00PM          LOCATION :  DOWNTOWN-OFFICE
ORIGINAL :  HAND-WRITTEN-NOTES              LENGTH :  26
**********************************************************************

**********************************************************************
                      LATIN-AMERICAN STUDY
**********************************************************************

FIELD NOTE NO#:  99               INTERVIEW# :  17
INTERVIEWERS NAME:  BERNIE BLACKMAN
INTERVIEWEES NAME:  MARIA PEREZ
DATE:  4/15/83     TIME:  9:30              LOCATION:  HER-OFFICE
ORIGINAL:  HAND-WRITTEN-NOTES     LENGTH:  25
                                            LANGUAGE:  ENGLISH-SPANISH
**********************************************************************
```

APPENDIX 2

DIRECTORY

of All Interviews Listed Alphabetically by Interviewer

```
BMED P.DIRECTORY
MED 2980 07/14/83 16:41 QUAL*PROG(1).DIRECTORY(1):F
EDIT
0*____
```

```
**********************************************
**                                          **
**  THIS IS A DIRECTORY OF THE INFORMATION  **
**  COLLECTED BY BERNARD BLACKMAN FOR THE   **
**           LATIN-AMERICAN STUDY           **
**                                          **
**********************************************
```

```
**********************************************
FOLLOWING IS THE COMPLETE LIST OF INTERVIEWS BY
INTERVIEWER (IN ALPHABETICAL ORDER)
**********************************************
```

1. BLACKMAN, BERNARD

FIELD NOTE #	NAME
24	THOMAS [redacted]
17	FRANCISCO [redacted]
47	JOHN [redacted]
46	MANUEL [redacted]
45	GRACE [redacted]
44	TOM [redacted]

2. [redacted], CECILIA

FIELD NOTE #	NAME
39	ALEXANDER [redacted]
	& MIGUEL [redacted]

3. [redacted], JEFF

FIELD NOTE #	NAME
13	PETER [redacted]

4. [redacted], E.

FIELD NOTE #	NAME
16A	BEA [redacted]
23	PERTH [redacted]
16B	DONALD [redacted]
27	ROBERT [redacted]
22	REGINALD [redacted]
25	CAROL [redacted]

APPENDIX 3

FREQUENCY TABULATION - for All Codes in Field Note 13

WOULD YOU LIKE A LISTING OF THE FREQUENCY COUNT?

>YES

****

FREQUENCY COUNT FOR 13

CODE 1 HAS BEEN USED 5 TIMES

CODE 2 HAS BEEN USED 1 TIMES

CODE 3 HAS BEEN USED 1 TIMES

CODE 4 HAS BEEN USED 4 TIMES

CODE 5 HAS BEEN USED 0 TIMES

CODE 6 HAS BEEN USED 0 TIMES

CODE 7 HAS BEEN USED 1 TIMES

CODE 8 HAS BEEN USED 0 TIMES

CODE 9 HAS BEEN USED 0 TIMES

CODE 10 HAS BEEN USED 0 TIMES

CODE 11 HAS BEEN USED 0 TIMES

CODE 12 HAS BEEN USED 0 TIMES

CODE 13 HAS BEEN USED 0 TIMES

CODE 14 HAS BEEN USED 0 TIMES

CODE 15 HAS BEEN USED 0 TIMES

CODE 16 HAS BEEN USED 0 TIMES

CODE 17 HAS BEEN USED 0 TIMES

CODE 18 HAS BEEN USED 0 TIMES

CODE 19 HAS BEEN USED 0 TIMES

****

LATIN-AMERICAN STUDY

****

FIELD NOTE NO#: 47 INTERVIEW# : 47
INTERVIEWERS NAME: B. BLACKMAN
INTERVIEWEES NAME: JOHN [redacted]
DATE: 4/28/83 TIME: UNRECORDED LOCATION: [redacted]
ORIGINAL: TAPE5(P.D47) LENGTH: 90-MINUTES

****

* 1*

INTRODUCTORY INFORMATION- JOHN [redacted] IS AN INTERNATIONAL REPRESENTATIVE AT THE [redacted] FOR THE [redacted] IN CORAL GABLES.

* 2*

BLACKMAN- "REMEMBER THAT THE IDEA OF THIS STUDY IS TO LEARN SOMETHING OF THE DIFFERENCES IN BEHAVIOR AND COMMUNICATION STYLE AND SO FORTH OF EACH OF THE PARTICIPANTS IN THIS NORTH-SOUTH U.S.A.-LATIN AMERICAN BUSINESS TRANSACTION. I REMEMBER - THE LITTLE BIT THAT WE DID TALK . I DID FEEL THAT YOU KNEW QUITE A BIT ABOUT THE DIFFERENCES IN THE STYLE OF COMMUNICATION AND BEHAVIOR BETWEEN THE LATIN AMERICANS AND THE NORTH AMERICANS . CAN YOU TELL ME IN YOUR OWN WORDS WHAT YOU SEE AS SOME OF THE MOST OBVIOUS DIFFERENCES?"

* 3*

JOHN- "WELL IT^S . BESIDES LANGUAGE AND CULTURE . VERY DIFFERENT. IT^S BECOMING LESS NOTICEABLE NOW THEN IN THE PAST 20 YEARS BECAUSE OF THE ADVANCE IN COMMUNICATIONS. IT MADE PEOPLE AWARE OF WHAT IS HAPPENING BEYOND THE MOUNTAIN RANGE. IT^S GETTING BETTER BECAUSE MOST OF THE AMERICAN BUSINESSMEN HAVE BEEN TRAVELLING . ESPECIALLY IN THE PAST 20 YEARS WITH THE MULTINATIONALS AND SO ON . THEY ARE TRAVELLING ALOT. I^M TALKING ABOUT .. MOST WELL . I DON^T MEAN ALL . OF THE U.S. BUSINESSMEN BUT A CERTAIN FLITE. THERE ARE SOME STATISTICS THAT SAY THAT 10% OF AMERICAN COMPANIES (OUT OF 75% WHO EXPORT TO FOREIGN COUNTRIES) ONLY 10% ARE THE ONES WHO CONTROLL THE EXPORT TRADING IN THE UNITED STATES. THE I.B.M AND GENERAL MOTORS ETC. MOST OF THEM ARE ..SO YOU HAVE BASICALLY AN ELITE (GROUP) OF PEOPLE . GOING BACK AND FORTH . WHO ARE VERY AWARE . WHO ARE VERY INTERNATIONAL. THE OTHER 85-90% OF THE PEOPLE ARE NOT THAT AWARE. SO YOU HAVE THAT CONTRADICTION . THAT THEY ARE AWARE OF WHAT^S HAPPENING BUT THEY THEMSELVES HAVEN^T TRAVELLED THAT MUCH. THEY DO TRAVEL WITHIN THE UNITED STATES AND MAYBE EUROPE BUT LATIN AMERICA IS SOMETHING THAT THEY ARE BEING ABLE TO DISCOVER NOW."

* 4*

BLACKMAN- "NOW OF THESE 2 GROUPS . WHICH OF THE PEOPLE DO YOU THINK ARE MOSTLY REPRESENTED AT [redacted]?"

BEST COPY AVAILABLE

BEST COPY AVAILABLE


```
**********************************************************************
                        LATIN-AMERICAN STUDY
**********************************************************************

FIELD NOTE NO#:  11              INTERVIEW# :        11
INTERVIEWERS NAME:  JUDY [redacted]
INTERVIEWEES NAME:  GARRETT [redacted] (INC.)
DATE:  4/11/83     TIME:  2:00PM          LOCATION:  TABLE*AT*DELI
ORIGINAL:  HANDWRITTEN(P.D11)             LENGTH:  3(TYPED)
**********************************************************************
```

* 1*

** 1) ONE OF THE DIFFERENCES WHICH MY INTERVIEWEE SAW WAS THE ATTITUDE TAKEN TOWARD UNDERSTANDING A PRINCIPLE. IF A LATIN AMERICAN DIDN'T UNDERSTAND SOMETHING , HE WOULDN'T ASK FOR CLARIFICATION; HE "WON'T ADMIT HIS LACK OF KNOWLEDGE." INSTEAD "WHEN HE (L A) WAS THROUGH LISTENING , HE WOULD GO TO SOMEBODY ELSE TO CLARIFY." AMERICANS , ON THE OTHER HAND , WOULD NOT PROGRESS IN A BUSINESS DEAL UNTIL HE UNDERSTANDS FULLY WHAT IS BEING SOLD. HE FEELS THAT LA'S HAVE A "LIMITED EXPOSURE" AND DON'T UNDERSTAND A LOT OF THE U.S. MODERN TECHNOLOGY. BUT IN ORDER TO IMPRESS THE AMERICAN , THE LATIN AMERICAN WILL NOD AND VOICE UNDERSTANDING BUT WON'T REALLY UNDERSTAND WHAT IS GOING ON.

* 2*

WHEN ASKED IF THERE WAS ANY LANGUAGE PROBLEM , "75% OF THE PEOPLE HE ENCOUNTERS SPEAK ENGLISH OR ARE INTELLIGENT ENOUGH TO GET AN AGENT TO TRANSLATE." AND THIS EVEN APPLIES TO WHEN HE GOES TO L.A. HIMSELF MOST OF THE BUSINESS DEALS ARE IN ENGLISH AND HE USUALLY DOESN'T REQUIRE A TRANSLATOR. FOR HIS PARTICULAR BOOTH , HE HAS A FEW BROCHURES IN SPANISH , BUT HE FEELS THAT THERE ISN'T REALLY ANY NEED. HE SAID THAT FOR AN EFFECTIVE DEAL TO TAKE PLACE IT WOULD BE BETTER TO COMMUNICATE ON "OUR LEVEL". AND IF YOU CAN'T SPEAK ENGLISH , THEN FIND AN AGENT IN WHOM YOU CAN TRUST TO INTERPRET CORRECTLY.

* 3*

OTHER DIFFERENCES THAT HE SAW WAS THE AMOUNT OF BUSINESS FREEDOM THAT AMERICANS HAVE COMPARED TO THAT OF L.A. L.A.'S ARE REGULATED BY THEIR GOVERNMENT STRONGER THAN THEY ARE HERE. AN EXAMPLE THAT HE GAVE WAS IMPORT LICENCSE. IN THE STATES , TO GET A LICENSE , YOU MUST FOLLOW A SET NUMBER OF PROCEDURES AND PAY A SET PRICE. THIS IS USUALLLY THE SAME PROCEDURE EACH TIME. IN L.A. HOWEVER , THERE IS NOT SET PROCEDURE. A LOT DEPENDS ON "NAME-DROPPING" AND SOMETIMES BRIBERY. AND IT CAN TAKE ANYWHERE FROM 10 DAYS TO 2 MONTHS DEPENDING ON THE INDIVIDUAL AND THEIR VALUES.

* 4*

** 2) THE DIFFERENCES THAT HE WAS AWARE OF WAS OF THE DIFFERENT VALUES OF TIME. HE SAID THAT EVEN FOR A ROUTINE TRANSACTION , L.A.'S NEED "LONG PERIODS OF TIME FOR SIMPLE DECISIONS." HE SAID THAT L.A'S FEEL PUSHED INTO BUSINESS DEALS BECAUSE OF THE LACK OF TIME TO MAKE DECISIOS. ANOTHER SAMPLE IN THE AREA OF TIME WAS THAT

APPENDIX 5

CODE COMPILATION in One Field Note

Printout of Codes 3 & 4 in Field Note 13

********** CODE 3 **********

FN 13 INTERVIEW 13 TYPED*ON_FILE

29 SHOWED ME THE INTERVIEW HE HAD DONE EARLIER. IN OTHER WORDS , HE 29
30 SEEMED TO SAY , <HERE , I^VE ALREADY GONE THROUGH THIS TYPE OF 30
31 INTERVIEW , SAVE US BOTH SOME TROUBLE AND JUST READ THIS ARTICLE , 31
32 SPARE ME YOUR QUESTIONS.> BUT AFTER TALKING A FEW MINUTES , I THINK 32
33 HE ENJOYED LECTURING SO WHEN HE ASKED IF I HAD A COUPLE QUESTIONS IT 33
34 WAS LIKE HE WAS SAYING , <OH , I ALLOW TWO OR THREE QUESTIONS.> 34

ALL THE CODES IN BLOCK 4 ARE: 4 7 3 2 1

********** CODE 4 **********

FN 13 INTERVIEW 13 TYPED*ON_FILE

30 SEEMED TO SAY , <HERE , I^VE ALREADY GONE THROUGH THIS TYPE OF 30
31 INTERVIEW , SAVE US BOTH SOME TROUBLE AND JUST READ THIS ARTICLE , 31
32 SPARE ME YOUR QUESTIONS.> BUT AFTER TALKING A FEW MINUTES , I THINK 32
33 HE ENJOYED LECTURING SO WHEN HE ASKED IF I HAD A COUPLE QUESTIONS IT 33
34 WAS LIKE HE WAS SAYING , <OH , I ALLOW TWO OR THREE QUESTIONS.> 34

ALL THE CODES IN BLOCK 4 ARE: 4 7 3 2 1

FN 13 INTERVIEW 13 TYPED*ON_FILE

44 HE THEN LED ME TO ONE OF HIS COMPANIES DISPLAYS , WHICH TALKED ABOUT 44
45 THE GREAT SATELLITE COMMUNICATIONS SYSTEM HE SET UP IN ARGENTINA 45
46 AND HE SAID "IF I HAD MY WISH WE (THE COMPANY) WOULD GO AND SATURATE 46
47 EVERY LATIN AMERICAN COUNTRY THERE IS." I ASKED HIM IF HE FELT THE 47
48 LATIN AMERICANS WERE AWARE OF THIS EVALUATION THE AMERICANS HAD 48
49 AND IF THIS MIGHT EFFECT THE COMMUNICATIONS BETWEEN THEM. HE SAID 49
50 THE LATIN AMERICANS HAVE THE IDEA THAT AMERICA^S CONCERN HAS 50
51 NOTHING TO DO WITH THEM. HE SAID NEXT , "AMERICA HAS ALWAYS HAD THE 51
52 ATTITUDE THAT EVERYONE ELSE NEEDS THEIR PRODUCTS. PEOPLE HAVE 52
53 ALWAYS COME TO THE UNITED STATES FOR PRODUCTS AND NOW THEY HAVE 53
54 OTHER PLACES TO GO FOR GOODS." 54

ALL THE CODES IN BLOCK 6 ARE: 4 1

APPENDIX 6

COMPILATION of One Code in Entire Data Base

List of Code 1BUS Appearing in All Field Notes

********** CODE 1BUS **********(FN# 21

FN 21 INTERVIEW 21 BLOCK# 3 LINES 7- 9

7 ** 1B) (L.A.) "THEY TRY TO FOLLOW A PROTOCOL , THEY TRY TO FIND THOSE 7
8 PEOPLE WHO THEY NEED. IN THEIR STANDS , THEY ARE NEVER READY TO SHOW 8
9 PROPERLY THEIR PRODUCTS." 9

ALL THE CODES IN LINES 7- 9 ARE: 1BUS

FN 21 INTERVIEW 21 BLOCK# 4 LINES 10- 12

10 (U.S.)- "THEY WANT THE PEOPLE TO COME TO THEIR PLACE WHERE THEY 10
11 HAVE EVERYTHING READY AND IN PERFECT CONDITIONS , TO PROVIDE THEM 11
12 WITH THE BEST INFORMATION." 12

ALL THE CODES IN LINES 10- 12 ARE: 1BUS

********** CODE 1BUS **********(FN# 22

FN 22 INTERVIEW 22 BLOCK# 4 LINES 11- 16

11 ARGENTINA- A PLEASURE TO DO BUSINESS WITH , EXEC^S VERY PRECISE 11
12 AND PROFESSIONAL. CENTRAL AMERICA IS MORE RELAXED LESS 12
13 CONSIDERATE AND PROFFESIONAL . THE GENERAL EDUCATIONAL LEVEL OF 13
14 THE COUNTRY INFLUENCES EXEC^S SENSE OF SELF-RESPECT & HUMAN 14
15 RELATIONS ABILITIES. A CONTRY^S SENSE OF PRIDE OR SELF-RESPECT 15
16 AFFECTS RESPECT TOWARD OTHER COUNTRIES. 16

ALL THE CODES IN LINES 11- 16 ARE: 1BUS

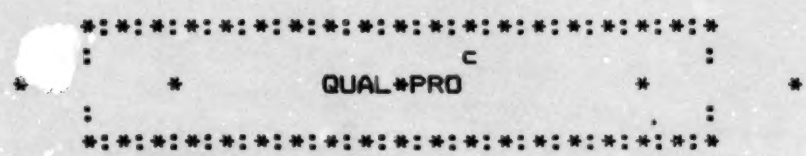
********** CODE 1BUS **********(FN# 23

********** CODE 1BUS **********(FN# 24

BEST COPY AVAILABLE

APPENDIX 7

USER'S GUIDE TO:



A Qualitative Research Aiding Program

Created by

Bernard I. Blackman, M.A. & David Provencher, B.A.

Department of Communication
The University of Miami
Coral Gables, FL 33134

c copyright 1984

****

First time user's should use the IVIOR Training Guide before using this abbreviated User's Guide.

****

GETTING STARTED

Step 1: LOGON: Sign-on by entering:

Account/User ID @/Password

Step 2: Mass-Storage Assignment

@ASG,AX QUAL*PRO. /RETURN/

Step 3: Mapping the Program

1. @MAP,I .anyname /R/
2. IN .QUAL*PRO.TUTOR /R/
3. END /R/

EXECUTING THE PROGRAM

Step 4: RECORD ENTRY: Type: @XQT .anyname /R/

1. WELCOME TO PROF. BLACKMAN'S RESEARCH AIDING PROGRAM
   PLEASE ENTER THE NAME OF THE STUDY
   Type one-word with no blanks. Ex: LATIN-AMERICAN
2. PLEASE ENTER THE FIELD NOTE NUMBER
   Type in a number. Ex: 21B
3. PLEASE ENTER THE TYPE OF INFORMATION
   Type in one-word. Ex: INTERVIEW
4. ENTER TYPE IDENTIFICATION NUMBER
   Type a number, no letters acceptable. Ex: 5
5. ENTER THE INTERVIEWER'S FIRST AND SECOND NAMES
   Two words with space between. Ex: Sue Brown
6. ENTER THE INTERVIEWEE'S FIRST AND SECOND NAMES
   Same as number 5 above.
7. ENTER THE DATE OF THE INTERVIEW
   Use standard format. Ex: 12/4/84
8. ENTER THE TIME OF THE INTERVIEW
   Type one word. Ex: 10:30pm
9. ENTER THE LOCATION
   Type one word. Ex: lunch-room
10. WHAT/WHERE IS THE ORIGINAL?
    Type one word. Ex: on-tape-33
11. ENTER LENGTH IN PAGES
    Type in one-word. Ex.: N/A

BEST COPY AVAILABLE

When the Record Entry is complete the computer responds:

- - - INITIALIZATION HAS OCCURRED - - -

ENTER BLOCK 1

STEP 5: TEXT ENTRY

Type text one line at a time and /R/ before automatic /R/. After each BLOCK - LAST***. After the Very Last BLOCK - VLAST***. The response MORE INTERVIEWS, can be answered two ways. If 'YES', then repeat Step 4. If 'NO', then go to Step 6.

STEP 6: TEXT GENERATION (Option A)

DATA HAS BEEN READ, WOULD YOU LIKE TO CODE THE INFORMATION?

For printout: NO <turn on printer> /R/

STEP 7: CODING (Option B)

DATA HAS BEEN READ, WOULD YOU LIKE TO CODE THE INFORMATION?

To code type: YES /R/

PLEASE ENTER CODES FOR BLOCK 1

Type: Code# Start line# End line#
Ex: Code3 4 10

When No More codes for BLOCK, type NM. After the last code for the last BLOCK, type END.

STEP 8: PRINTING OUT CODED TEXT

ENTER THE NUMBER OF AFFECTED CODES FROM 1 TO 3

Type in either 1, 2, or 3.

ENTER THE (1, 2, or 3) AFFECTED CODES

Type codes to be printed, turn on printer, press /R/.

BEST COPY AVAILABLE

REFERENCES

Asante, M.K., Newmark, E. & Blake, C.A. (Eds.), Handbook of Intercultural Communication. Beverly Hills: Sage, 1979.

Blackman, B.I., Toward a Grounded Theory. In W.B. Gudykunst (Ed.), Intercultural Communication Theory: Current Perspectives. Beverly Hills: Sage, 1983.

Blackman, B.I. & Biggers, T., Intercultural Communication Between Latin and North Americans in International Business, paper, North-South Conference, Cholula, Mexico, 1983.

Bogdan, R. & Taylor, S.J., Introduction to Qualitative Research Methods. New York: John Wiley & Sons, 1975.

Dabbs, J.M., Making Things Visible. In J. Van Maanen, J.M.Dobbs, & R.R. Faulkner (Eds), Varieties of Qualitative Research, Beverly Hills: Sage, 1982.

Dennis, H.S., Goldhaber, G.M., & Yates, M.P., Organizational Communication Theory and Research: An Overview. In B.D. Ruben (Ed.), Communication Yearbook, New Jersey: Transaction Books, 1978.

Fisher, B.A., Perspectives on Human Communication, New York: MacMillan, 1978.

Foster, G.M., Scudder, T., Colson, E., & Kemper, R.V. Long Term Field Research in Social Anthropology, New York: Academic Press, 1979.

Freilich, M., The Meaning of Culture. Lexington, Mass: Xerox Corp., 1972.

Glaser, B.G. and Strauss, A.L., The Discovery of Grounded Theory. New York: Aldine, 1969.

Gudykunst, W.B., Intercultural Communication Theory: Current Perspectives. Beverly Hills: Sage, 1983.

Gudykunst, W.B. & Nishida, T., Constructing a Theory of Intercultural Communication: The Promise and Paradox. Speech Education, 1979, 7, 13-25.

Hawes, L., Alternative Theoretical Bases: Toward a Presuppositional Critique. Communication Quarterly, 1977, 25(1), 63-68.

Holsti, O.E., Content Analysis for the Social Sciences and Humanities, Reading, Mass: Addison-Wesley, 1969.

Howell, W.S., Theoretical Directions for Intercultural Communication. In M.K. Asante, E. Newmark, & C.A. Blake (Eds.), Handbook of Intercultural Communcation, Berverly Hills: Sage, 1979.

Hymes, D., (Ed), The Use of Computers in Anthropology, London: Mouton & Co., 1965.

Jick, T.D., Mixing Qualitative and Quantitative Methods: Triangulation in Action. In J. Van Maanen (Ed.), Qualitative Methodology, Administrative Science Quarterly, 1979, 24(4).

Krippendorff, K., Content Analysis, Beverly Hills: Sage, 1980.

Mc Call, G.J. & Simmons, J.L. (Eds), Issues in Participant Observation, Reading, Mass: Addison-Wesley, 1969.

Morgan, G. (Ed.), Beyond Method. Beverly Hills: Sage, 1983.

Pelto, P.J., Anthropological Research. New York: Harper & Row, 1970.

Saral, T.B., Intercultural Communication Theory and Research: An Overview. In B.R. Ruben (Ed.). Communication Yearbook I, New Jersey: Transaction Books, 1977.

Scudder, T. & Colson, E., Long-Term Research in Gwembe Valley, Zambia. In Foster, G.M., Scudder, T., Colson, E., & Kemper, R.V., Long Term Field Research in Social Anthropology. New York: Academic Press, 1979.

Smith, A.G., Research and Theory in Intercultural Communication. In D.S. Hoopes, P.D. Peterson, & G.W. Renwick (Eds.). Overview of Intercultural Education, Training and Research. Pittsburg: SIETAR, 1977, 3-8.

Swartz, M.J. & Jordan, D.K., Culture: The Anthropological Perspective. New York: Wiley, 1980.

Thayer, L., On doing 'Research' and 'Explaining' Things. Journal of Communication, 1983, 33(3), 80-91.

Van Maanen, J. (Ed.), Qualitative Methodology. Administrative Science Quarterly, 1979, 24(4).

Van Maanen, J., Dabbs, J.M., & Faulkner, R.R., Varieties of Qualitative Research. Beverly Hills: Sage, 1982.

Zelditch, M., Some Methodological Problems of Field Studies. In G.J. Mc Call, & J.L. Simmons (Eds), Issues in Participant Observation. Reading, Mass: Addison-Wesley, 1969.

This project received the support of the Department of Communication, The University of Miami, Coral Gables, Florida. We would like to specially acknowledge the helpful assistance of Professors David Gordon, Thompson Biggers, John T. Masterson, and Robert Halberstein.